

Catch-Up Premium Plan

St Michael's Catholic Primary School

Summary information					
School	St Michael's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£28,080	Number of pupils	360

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years' reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting is also an area that needs discrete teaching in many year groups.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Phonics is an area where the gap has widened between those who engaged in remote learning and those that didn't and previously taught sounds have been forgotten.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Context	<p>We have now returned to school following the third national lockdown (4th Jan 21 – 8th March 21). This has of course once again disrupted children's learning and so now our focus is on identifying the gaps in children's knowledge and this at risk of further falling behind. We have revised this plan accordingly.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Teachers are equipped to meet the diverse needs of their class during this period and are able to flex their teaching to ensure that crucial knowledge gaps are not only filled but knowledge acquisition is secured at pace.</p> <p><u>EEF Rationale:</u> 'Great teaching is the most important lever schools have to improve outcomes for their pupils.'</p>	<p>Development of a Coaching for T&L model and New T&L strategy across the school to offer a supportive tool to improving the Quality of Education. Cost of Rosenshine Books - £450</p> <p>Bespoke support for individual teachers to develop and enhance their skill set. No cost</p> <p>Introduction of a Teaching and Learning Leadership Team to oversee the model. Purchase of Walk Thrus books for all staff – teachers and LSAs and also CPD package. Cost of books & CPD Package - £650</p> <p>Use of SIL (School Improvement Liverpool) Recovery Frameworks for Maths, English, History, Geography and Science. No cost</p> <p>Provide a blended CPD programme for staff to use class based strategies to help students to reengage with learning both in school and remotely. No cost</p> <p>Support staff with planning, delivering and evaluating the school's remote learning package to ensure pupils can access high quality learning when not in school (both digitally, paper based and on website) No cost</p> <p>Purchase of additional RWI resources to support reading and writing across the school as needed. Get Writing Booklets for Y1 & 2. £163.00</p> <p>Handwriting lessons to be timetabled in across the school. No cost</p> <p>Membership to National College website – online staff CPD for one year £300</p>	<p>All staff have copy of book – staff CPD has revolved around using these. Main focus has been retrieval practice and questioning. Retrieval practice is now evident in a wider range of subjects.</p> <p>Remote learning was successfully implemented and each teacher provided with face to face or video lessons. Google Classroom was successfully used to share work. Positive feedback from parents via questionnaire, pupils through engagement and staff. Will continue to use GC for homework and remote learning where needed.</p> <p>Get Writing has been introduced in Y1 & Y2 form 8th March – it is time consuming but feedback from group leaders is positive to date and children's writing is improving.</p>	AR, KN, JG	Ongoing
<p><u>Pupil assessment and feedback:</u></p> <p>A diagnostic approach to assessment will identify gaps for individual children. The teachers will use this gap analysis to inform next steps planning thus narrowing these gap and improving outcomes for all children.</p>	<p>Purchase NFER tests for each year group to conduct in in Spring and Summer term. £4506</p> <p>Invest in an assessment system to support a diagnostic approach to the Recovery Curriculum.</p>		KN	July 21

<p><u>EEF Rationale:</u> ‘Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.’</p>	<p>(TBC)</p> <p>Develop a bespoke diagnostic response based on individual needs – both at a class level and individual level.</p> <p>No cost</p>			
<p><u>Supporting pupils’ social, emotional and behavioural needs:</u> Provide a safe space for children to discuss and explore their own emotions, feelings and concerns around the National Pandemic’s impact on them and their family, disruption to everyday life and the return to school. Children and parents are happy coming into school and attendance reflect this.</p> <p><u>EEF Rationale:</u> ‘A large and often unrecognised part of teachers’ work has always involved providing support for pupils’ social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.’</p>	<p>Hand-picked text (The Boy, the Mole, The Fox and the Horse) bought for every class and a PSHE unit of work developed around this to prompt and support class, small group and individual discussion around children’s thoughts and feelings on their return to school following lockdown.</p> <p>£240</p>		All staff	Feb 21
			Total budgeted cost	6309

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition:</u> Significant improvement in fluency in reading compared against the baseline.</p> <p><u>EEF Rationale:</u> 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<p>Daily 1:1 or small group reading for children identified through fluency baseline assessments. This will be monitored by the Reading Leads for each bubble. No cost</p>	<p>For the children in school during lockdown progress is evident in RWI assessments. We trialled via zoom but engagement was a limiting factor. These are timetabled now we are back in school.</p> <p>Tutor Trust was halted in lockdown but has resumed from March 10th.</p> <p>This has been postponed for now.</p>	KN, SG	Feb 21
	<p>RWI 1:1 tutoring for those identified by RWI assessments. No cost</p>		KN, SG, JG	Feb 21
	<p>Tutor Trust for Y6 identified pupils. No cost</p> <p>Teacher Tuition programme established for Reading, Writing and Maths for Y2 and above based on diagnostic teacher assessments. The tutoring will be a personalised programme designed to accelerate progress. Approx £16,000 (if all staff choose to participate)</p>		KN, JG AR. KN, JG	
<p><u>Intervention programme:</u> Accelerated progress is strong against their baseline. Children's wider learning is supported and are on track to meet expected outcomes.</p> <p><u>EEF Rationale:</u> 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p>R.W.Inc Assisted blending and reading practise in Y1 and Y2 – p.m. catch-up. No cost</p>	<p>This has resumed from March 8th.</p> <p>This has been postponed for now.</p>	KN, SG	July 21
	<p>SIL Catch up programmes – Maths, English, PSHE. Talk Boost No cost</p> <p>After school booster sessions run by HLTAs and LSAs in the Spring & Summer term with a specific focus on Reading for Pleasure – reigniting children's love and passion for books and reading. Cost of staff – HLTAs = Approx £130 per month: One half term £225 One term £353</p>		KN, JG, MN, HD AR, KN, JG	
			Total budgeted cost	16,578

<p>teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Training in Google Classroom for all staff in order to equip them with the skills to fully utilise the learning platform.</p> <p><u>EEF Rationale:</u> Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>No cost - ½ day INSET hosted by MGL Consultant</p>			
Total budgeted cost				5,180
		Cost paid through Covid Catch-Up		28,067
		Cost paid through charitable donations		10 laptops
		Cost paid through school budget		£0